

# ***Supporting RTI: Leadership for Instructional Support***

**Wayne Callender**

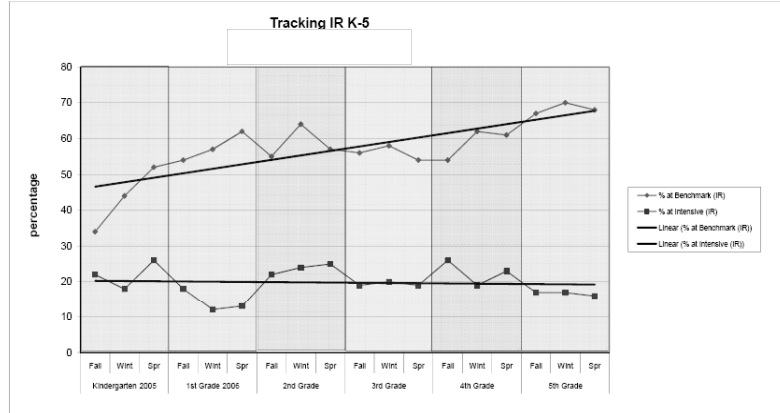
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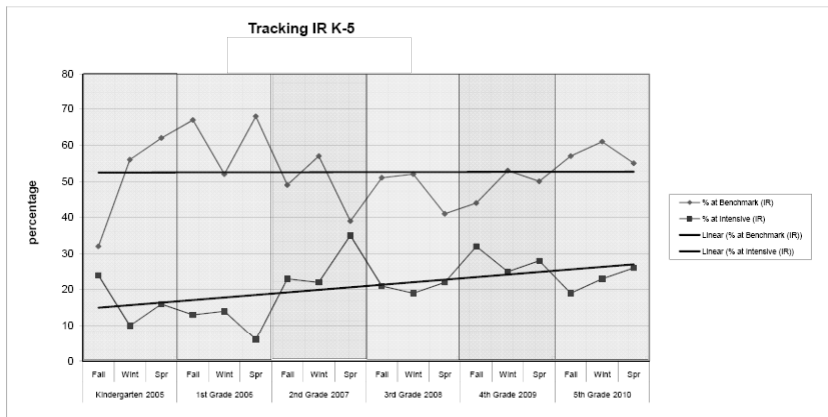
A leader is  
someone you will  
follow to a place  
you wouldn't go  
by yourself.

**Joel Barker**

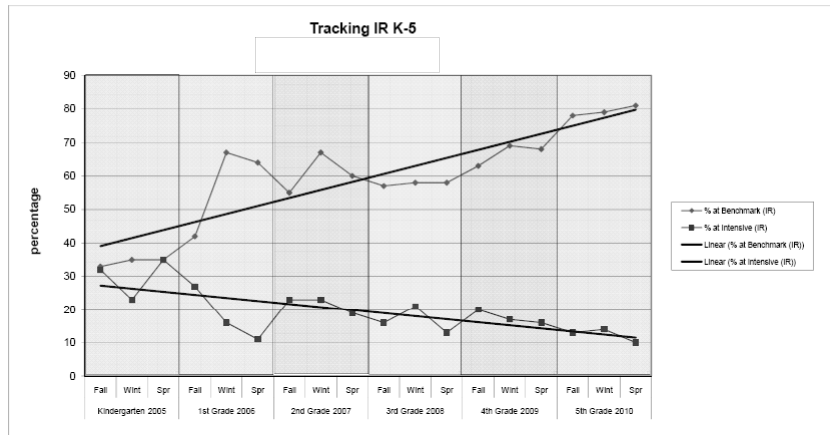
	Kindergarten 2005			1st Grade 2006			2nd Grade			3rd Grade			4th Grade			5th Grade		
% of Benchmark (R)	Fall	Wint	Spr	Fall	Wint	Spr	Fall	Wint	Spr	Fall	Wint	Spr	Fall	Wint	Spr	Fall	Wint	Spr
% at Intensive (R)	22	18	26	18	12	13	22	24	25	19	20	19	26	19	23	17	17	16



	Kindergarten 2005			1st Grade 2006			2nd Grade 2007			3rd Grade 2008			4th Grade 2009			5th Grade 2010		
% of Benchmark (R)	Fall	Wint	Spr	Fall	Wint	Spr	Fall	Wint	Spr	Fall	Wint	Spr	Fall	Wint	Spr	Fall	Wint	Spr
% at Intensive (R)	24	10	16	13	14	6	23	22	35	21	19	22	32	25	28	19	23	26



	Kindergarten 2005			1st Grade 2006			2nd Grade 2007			3rd Grade 2008			4th Grade 2009			5th Grade 2010		
% at Benchmark (IR)	33	35	35	42	67	64	55	67	60	57	58	58	63	69	68	78	79	81
% at Intensive (IR)	32	23	35	27	16	11	23	23	19	16	21	13	20	17	16	13	14	10



## RTI...What is the Goal

- A systematic approach for assessment, instruction and curriculum based on research
- A foundation to ensure that all students have access to **effective instructional strategies** and curriculum
- A structure to assist teachers in meeting the needs of all students
- A framework for schools to guide their actions based on **data-driven decision making**
- A menu of strategies and **interventions** for meeting the needs of all learners

## Essential Elements for Reaching our Goal

**What should be our Focus?**

- ✓ Leadership**
- ✓ A School-Wide Structure**
- ✓ Goal Setting**
- ✓ Assessment**
- ✓ Instruction**
- ✓ Coaching/Supporting Instruction**

### Element #1 Leadership

- Arrange school to provide the full range of students
- Structure is pre-arranged and highly effective
- Schedule is designed around supporting the structure
- Staffing is assigned to support student needs

## ***What Do Principals in RTI Schools Do?***

- ✓ What do **YOU DO** as a principal
- ✓ What do you think a principal **SHOULD DO?**
- ✓ Difference? What are the Barriers?

**Think...pair...share**

## ***Goals of Leadership in a RTI School***

- (1) Establish a results driven culture
- (2) ***Create a systems focus***
- (3) ***Support instruction and***  
intervention efforts
- (4) ***Data focused decisions***

## **PRINCIPAL LEADERSHIP**

- Creates a collaborative culture that upholds the vision of every student performing at benchmark or above, and creates a team focused on outcomes
- Ensures that the building's work adheres to the District academic goals
- Dedicates resources to support learning
- Collects and communicates data
- Stays current on research-based practices
- Celebrates academic gains with students, staff, families, and the community

## **Effective Schools Leadership of Principal**

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- **“Whatever it takes” attitude**
- **Actively leads improvement**
- **Attends all staff trainings**
- **Attends/runs Leadership Team Meetings**
- **Assures that updates are on every staff meeting agenda**

## **Effective Schools Leadership of Principal (cont.)**

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- **Observes instruction in all classes**
- **Provides intervention for staff needing extra help learning research-based programs/interventions**
- **Does daily “Walk-throughs”**
- **Attends/leads monthly grade level data meetings**
- **Brings outside expertise and builds inside expertise**
- **Provides appropriate support and pressure**

## **Self Assessment**

1. From the Principal Leadership information presented, identify how many of the activities you regularly perform
2. Identify barriers that prevent you from participating in the leadership activities on a daily basis
3. What supports are provided by the district to maximize the leadership activities identified? What supports do you feel should be provided?

## TEACHER LEADERSHIP

- Creates a classroom culture that promotes academic outcomes
- Employs effective teaching strategies daily that support District academic goals
- Collaborates with colleagues to ensure consistency of instruction for each and every student
- Facilitates screening, progress monitoring, diagnostics, and outcome assessments as needed per grade level, and communicates student goals, gains, and needs to families and students
- Pursues professional development in research-based practices
- Celebrates student successes in the classroom and school community

## DISTRICT LEADERSHIP

- Upholds, supports and communicates the vision of every student performing at benchmark or above
- Serves as a guiding force for educational decisions at every level of the District community
- Supports the principals, coaches, teachers, students and families by providing professional development, materials, communication, and resources
- Ensures that all stakeholders have access to all necessary data sets to promote student success
- Empowers staff by disseminating current research in best practices
- Creates, coordinates, and communicates successes throughout the District



## Element #2 School Structure

- Arrange school to provide the full range of students
- Structure is pre-arranged and highly effective
- Schedule is designed around supporting the structure
- Staffing is assigned to support student needs

## SCHOOL-WIDE Approach Overview

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1. Arrange system to meet the needs of the full range of students (i.e. benchmark, strategic, intensive)
2. Universally screen and place students according to instructional needs in reading, writing, math and behavior
3. Use differentiated instruction to meet the needs of instructional groups
4. Use research-based interventions and instructional practices
5. Conduct frequent progress monitoring to ensure adequate growth
6. Provide on-going professional development to support system-wide structures of instruction

## SCHOOL-WIDE Approach Overview cont.

7. Use data to evaluate effectiveness of the school-wide system
8. Use problem-solving teams to identify and address unhealthy systems
9. Develop intervention plans for students whose needs cannot be adequately addressed within the system (e.g., require intervention/instruction not available as part of the overall system)
10. Uses information relevant to a student's response to intervention (progress monitoring data, review of intervention duration, intensity, and fidelity) as part of process for determining eligibility for special education

RTI IMPLEMENTATION CHECKLIST

Elements of a School-Wide Approach	Yes	No	Partial	Comments
1. Arrange system to meet the needs of the full range of students (i.e. benchmark, strategic, intensive)				
2. Use universal screening and functional assessment (e.g., phonics screening, etc.) to identify and place students according to instructional needs				
3. Use differentiated instruction to meet the needs of instructional groups				
4. Use research-based interventions and instructional practices				
5. Conduct frequent progress monitoring to ensure adequate growth				
6. Provide on-going professional development to support system-wide structures of instruction				
7. Use data to evaluate effectiveness of the school-wide system				
8. Use problem-solving teams to identify and address unhealthy systems				
9. Develop intervention plans for students whose needs cannot be adequately addressed within the system (e.g., require intervention/instruction not available as part of the overall system)				
10. Use information relevant to a student's response to intervention (progress monitoring data, review of intervention duration, intensity, and fidelity) as part of process for determining eligibility for special education				

Callender 2008

# Activity

- Complete the RTI Implementation Checklist.
- From the Implementation Checklist, what elements are NOT in place within your school?
- What are the barriers to their being in Place?

## Tiered Supports

Enter a School-Wide Systems for Student Success

### Academic Systems

#### Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity
- Of longer duration

#### Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

#### Universal Interventions

- All students
- Preventive, proactive

### Behavioral Systems

#### Intensive, Individual Interventions

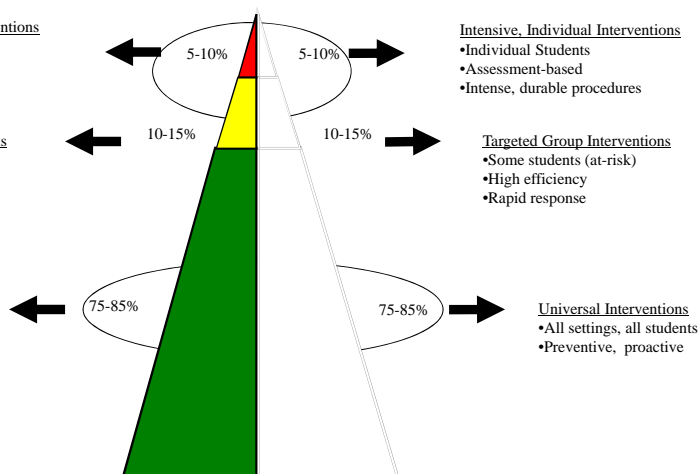
- Individual Students
- Assessment-based
- Intense, durable procedures

#### Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

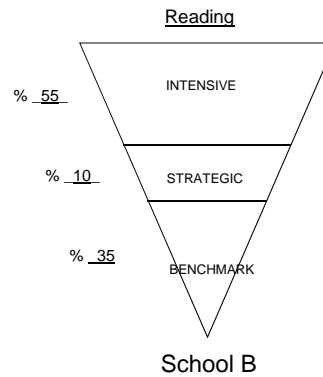
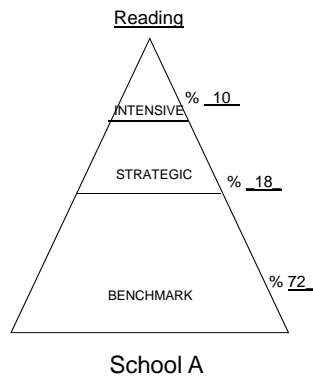
#### Universal Interventions

- All settings, all students
- Preventive, proactive

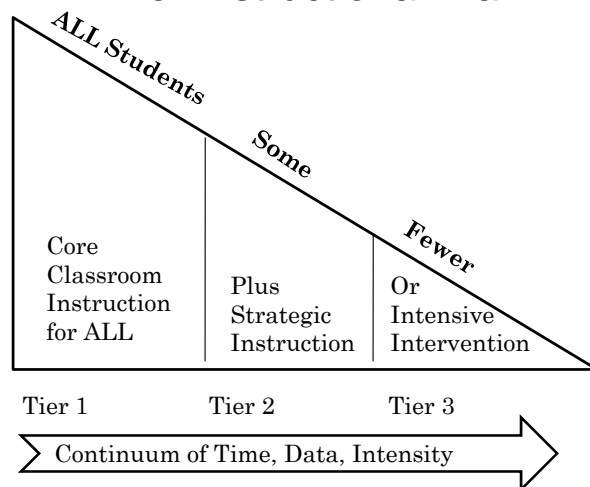


## Re-Thinking the Pyramid

*Support Requirements May Vary from School to School – Align Supports to Need*



### Tier Instructional Plan



**L**  
**e**  
**a**  
**d**  
**e**  
**r**  
**s**  
**i**  
**p**

**RESPONSE TO INTERVENTION**

# Benchmark (Tier 1) Instruction

## TIME

- **Elementary:** 90 minutes a day of adopted Reading Curriculum and 60 minutes Language Arts (Writing, Grammar, Speaking and Spelling)
- **Middle School:** 60 Minutes a day of adopted Language Arts Curriculum Instruction
- **High School:** Language Arts Class

## INSTRUCTION

- Comprehensive adopted core instruction
- Comprehensive supplemental instruction
- Small differentiated groups within the class
- Balanced non-fiction and fiction texts
- Develop higher order thinking skills
- Enhance vocabulary and comprehension strategies
- Explicit, direct and sequential instruction, modeling, think-aloud, check for understanding, active engagement, and guided practice
- Independent practice
- Transitional support between tiers

## ASSESSMENT

- Universal Screening, Formative, and Summative

# Strategic (Tier 2) Instruction

## TIME

- **Elementary:** 90 minutes a day of Explicit adopted Reading Curriculum w/ additional 30 minutes Supplemental Curriculum and 60 minutes Language Arts (Writing, Grammar, Speaking, and Spelling)
- **Middle School:** 60 minutes a day of adopted Language Arts Instruction with support, plus 60 minutes of Literacy Intervention
- **High School:** 2 classes: adopted Language Arts Curriculum with support, plus Literacy Intervention

## INSTRUCTION

- Enhanced comprehensive adopted core instruction
- Accelerated supplemental intervention
- Highly qualified instructor
- Native language literacy support
- Small class (19-24)
- Daily small groups (low teacher ratio proportionally appropriate to grade level)
- Targeting instruction to meet student's need(s): phonics, fluency, vocabulary, comprehension, language and writing
- Transitional support between tiers
- Communication with student, parents, instructional staff, and specialist
- Explicit, direct and sequential instruction, modeling, think-aloud, check for understanding, active engagement, and guided practice

## ASSESSMENT

- Universal Screening, Progress Monitoring, Formative, and Summative

## Intensive (Tier 3) Instruction

### TIME

- **Elementary:** 90 minutes a day of replacement Curriculum w/ additional 30 minutes Targeted Intervention and 60 minutes Language Arts (Writing, Grammar, Speaking and Spelling)
- **Middle School:** 90 minutes a day of replacement Curriculum Literacy Intervention
- **High School:** 90 minutes a day of replacement Curriculum Literacy Intervention

### INSTRUCTION

- Replacement intervention instruction
- Accelerated literacy intervention
- Highly qualified instructor
- Fidelity of instruction
- Native language literacy support
- Smallest class size (16-18)
- Daily small groups (low teacher ratio proportionally appropriate to grade level)
- Targeting instruction to meet students' needs: phonics, fluency, vocabulary, comprehension, language and writing
- Transitional support between tiers
- Response to intervention model
- Communication with student, parents, instructional staff, and specialist
- Explicit, direct and sequential instruction, modeling, think-aloud, check for understanding, active engagement, and guided practice
- Multiple opportunities for practice
- 5 Mores: explicit instruction, modeling, guided practice, feedback, and time

### ASSESSMENT

- Universal Screening, Progress Monitoring, Formative, and Summative

## Advanced Instruction

### TIME

- **Elementary:** 90 minutes a day of adopted Reading Curriculum and 60 minutes of Language Arts (Writing, Grammar, Speaking and Spelling)
- **Middle School:** 60 minutes a day of Accelerated Language Arts Curriculum
- **High School:** Advanced Language Arts Class

### INSTRUCTION

- Advanced Instruction (High School: for example AP/IB)
- Comprehensive supplemental instruction
- Small, differentiated groups within the class
- Balanced non-fiction and fiction texts
- Independent application of higher order thinking skills
- Extended vocabulary and comprehension strategies
- Application of skills and strategies
- Challenging materials at the appropriate rate and level
- Standards beyond grade level expectations

### ASSESSMENT

- Universal Screening, Formative, and Summative

# Reading Protocol: Programs

District Standardized Reading Protocol: Programs				
GR	Advanced	Strategic Tier I Program Components	Strategic Tier II Program Components	Strategic Tier III Program Components
K	<ul style="list-style-type: none"> <li>Core:</li> <li>• Houghton Mifflin with Enhancements</li> <li>• Leveled &amp; Content Readers</li> <li>• Non-Fiction Trade Books</li> </ul>	<ul style="list-style-type: none"> <li>Core:</li> <li>• Houghton Mifflin with Enhancements</li> <li>• Leveled &amp; Content Readers</li> <li>• Non-Fiction Trade Books</li> </ul>	<ul style="list-style-type: none"> <li>Core:</li> <li>• Houghton Mifflin with Enhancements</li> <li>• HM resources: ELL Readers, Below level readers, and vocabulary readers</li> </ul> <p>Plus Targeted Intervention options:</p> <ul style="list-style-type: none"> <li>• Language for Learning</li> <li>• Early Reading Intervention (ERI)</li> </ul>	<ul style="list-style-type: none"> <li>Replacement Core:</li> <li>• ReadWell K</li> <li>• Reading Mastery</li> <li>• Early Reading Intervention</li> </ul> <p>Plus targeted intervention options:</p> <ul style="list-style-type: none"> <li>• Language for Learning</li> <li>• Early Reading Intervention double dose and/or ERI Enhancement</li> </ul>
1	<ul style="list-style-type: none"> <li>Core:</li> <li>• Houghton Mifflin with Enhancements</li> <li>• Leveled Content Readers</li> <li>• Novels integrated with Science or Social Studies content</li> <li>• Non-Fiction Trade Books</li> </ul>	<ul style="list-style-type: none"> <li>Core:</li> <li>• Houghton Mifflin with Enhancements</li> <li>• Leveled &amp; Content Readers</li> <li>• Non-Fiction Trade Books</li> </ul>	<ul style="list-style-type: none"> <li>Core:</li> <li>• Houghton Mifflin with Enhancements</li> <li>• HM resources: ELL Readers, Below level readers, and vocabulary readers</li> </ul> <p>Plus Targeted Intervention options:</p> <ul style="list-style-type: none"> <li>• Language for Learning</li> <li>• Sidewalks</li> <li>• Read Naturally</li> </ul>	<ul style="list-style-type: none"> <li>Replacement Core:</li> <li>• ReadWell 1</li> <li>• Reading Mastery</li> <li>• Horizons</li> </ul> <p>Plus targeted intervention options:</p> <ul style="list-style-type: none"> <li>• Language for Learning</li> <li>• Read Naturally</li> <li>• Double dose of replacement core</li> </ul>
2	<ul style="list-style-type: none"> <li>Core:</li> <li>• Houghton Mifflin with Enhancements</li> <li>• Leveled Content Readers</li> <li>• Novels integrated with Science or Social Studies content</li> <li>• Non-Fiction Trade Books</li> </ul>	<ul style="list-style-type: none"> <li>Core:</li> <li>• Houghton Mifflin with Enhancements</li> <li>• Leveled &amp; Content Readers</li> <li>• Non-Fiction Trade Books</li> </ul>	<ul style="list-style-type: none"> <li>Core:</li> <li>• Houghton Mifflin with Enhancements</li> <li>• HM resources: ELL Readers, Below level readers, and vocabulary readers</li> </ul> <p>Plus Targeted Intervention options:</p> <ul style="list-style-type: none"> <li>• Phonics for Reading</li> <li>• Sidewalks</li> <li>• Read Naturally</li> <li>• Language for Learning</li> <li>• Language for Thinking</li> </ul>	<ul style="list-style-type: none"> <li>Replacement Core:</li> <li>• ReadWell Plus</li> <li>• Reading Mastery</li> <li>• Horizons</li> </ul> <p>Plus targeted intervention options:</p> <ul style="list-style-type: none"> <li>• Language for Learning</li> <li>• Language for Thinking</li> <li>• Read Naturally</li> <li>• Double dose of replacement core</li> </ul>
GR	Advanced	Strategic Tier I Program Components	Strategic Tier II Program Components	Strategic Tier III Program

District Plan for Multi-Tiered Literacy Instruction

1

# Reading Protocol: Instruction and Assessment

## Standardized Reading Protocol: Instruction and Assessment \*

Meeting the needs of all students requires teachers to collaborate; use data to drive instruction decisions regarding student placement, instruction and materials; integrate effective teaching strategies; and insuring that all students can access a core program.

Advanced	Benchmark Tier I
Goal: Yearly Growth	Goal: Yearly Growth
Time	Time
<b>Elementary:</b> 90 minutes of Adopted Reading Curriculum and 60 minutes Language Arts (Writing, Grammar, Speaking & Spelling) <b>Middle School:</b> 60 minutes Accelerated Language Art Curriculum <b>High School:</b> Advanced Language Arts Class	<b>Elementary:</b> 90 minutes of Adopted Reading Curriculum and 60 minutes Language Arts (Writing, Grammar, Speaking & Spelling) <b>Middle School:</b> 60 minutes Adopted Language Art Curriculum <b>High School:</b> Language Arts Class
Instruction	Instruction
<ul style="list-style-type: none"> <li>• Advanced instruction (High School: AP/IB)</li> <li>• Comprehensive supplemental instruction</li> <li>• Small differentiated groups within the class</li> <li>• Balanced non-fiction and fictional text</li> <li>• Independent application of higher order thinking skills</li> <li>• Extended vocabulary and comprehension strategies</li> <li>• Application of skills and strategies</li> <li>• Challenging materials for student level/rate</li> <li>• Standards beyond grade level expectations</li> <li>• Focus on independent reading no more than 15 min. a day</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive adopted core instruction</li> <li>• Comprehensive supplemental instruction</li> <li>• Small differentiated groups within the class</li> <li>• Balanced non-fiction and fictional texts</li> <li>• Develop higher order thinking skills</li> <li>• Enhance vocabulary and comprehension strategies</li> <li>• Explicit direct and sequential instruction, modeling, think-aloud, check for understanding, active engagement, and guided practice</li> <li>• Independent practice* (refer to Best Practice sheet)</li> <li>• Transitional support between tiers</li> <li>• Focus on independent reading no more than 15 min a day.</li> </ul>
Assessment	Assessment
<ul style="list-style-type: none"> <li>• Universal Screening, Formative and Summative</li> </ul>	<ul style="list-style-type: none"> <li>• Universal Screening, Formative and Summative</li> </ul>

# Reading Protocol: Instruction and Assessment

Strategic Tier 2	Intensive Tier 3
Goal: Yearly Growth & Catch Up Growth	Goal: Yearly Growth and Catch Up Growth
<b>Time</b> <b>Elementary:</b> 90 minutes of Explicit Adopted Reading Curriculum w/ additional 30 minutes Supplemental Curriculum and 60 minutes Language Arts (Writing, Grammar, Speaking and Spelling) <b>Middle School:</b> 60 minutes Adopted Language Arts Instruction with support, plus 60 minutes Literacy Intervention <b>High School:</b> Adopted Language Arts Curriculum with support plus Literacy Intervention	<b>Time</b> <b>Elementary:</b> 90 minutes of Replacement Curriculum w/ additional 30 minutes Targeted Intervention and 60 minutes Language Arts (Writing, Grammar, Speaking and Spelling) <b>Middle School:</b> 90 minutes of Replacement Curriculum Literacy Intervention <b>High School:</b> 90 minutes of Replacement Literacy Intervention
<b>Instruction</b> <ul style="list-style-type: none"> <li>Enhanced comprehensive adopted core instruction</li> <li>Accelerated supplemental intervention</li> <li>Highly qualified instructor</li> <li>Native language literacy support</li> <li>Daily small groups (low teacher ratio proportionally appropriate to grade level)</li> <li>Targeting instruction to meet student's need(s): phonics, fluency, vocabulary, comprehension, language and writing</li> <li>Transitional support between tiers</li> <li>Communication with student, parents, instructional staff, and specialist</li> <li>Explicit, direct and sequential instruction, modeling, think-aloud, check for understanding, active engagement, and guided practice</li> <li>Focus should be on practice reading, supported by the teacher</li> </ul> <b>Assessment</b> <ul style="list-style-type: none"> <li>Universal Screening, Progress Monitoring, Formative, and Summative</li> </ul>	<b>Instruction</b> <ul style="list-style-type: none"> <li>Replacement core</li> <li>Accelerated literacy intervention</li> <li>Highly qualified instructor</li> <li>Native language literacy support</li> <li>Daily small groups (low teacher ratio proportionally appropriate to grade level)</li> <li>Targeting instruction to meet students' needs: phonics, fluency, vocabulary, comprehension, language and writing</li> <li>Transitional support between tiers</li> <li>Response to intervention model</li> <li>Communication with student, parents, instructional staff, and specialist</li> <li>Explicit, direct and sequential instruction, modeling, think-aloud, check for understanding, active engagement, and guided practice</li> <li>Multiple opportunities for practice</li> <li>Focus should be on practice reading, supported by the teacher</li> </ul> <b>Assessment</b> <ul style="list-style-type: none"> <li>Universal Screening, Progress Monitoring, Formative, and</li> </ul>

# Differentiation Protocol

	DIBELS (Instructional Recommendation)					
	Intensive	Strategic			Benchmark	Benchmark (Advanced)
Instructional Focus	6	5	4	3	2	1
Skill Deficit(s)	Deficits in multiple areas of reading (5 big ideas)	Student fails specific areas of phonics screener	Student passes everything except multi-syllable words	Student passes all areas of phonics screener	Student does not pass theme skill tests, end of unit assessments, etc.	Student passes theme skill tests, end of unit assessments, etc.
Student Instructional Needs	Coordinated instruction across all five areas of reading	Areas failed on phonics screener	Multi-syllable decoding skills	Automaticity with connected text (fluency)	Re-teaching using content from Core / supplemental material/ more practice	Advanced or Challenge activities
Instructional time/format	60 + min. Small group	30 min. Small group*	30 min. Small group*	20+ min. Small group*	30 min. Small group*	30 min. Small group*
Programs/Materials	"Alternate Core"	Core and "Core Plus"				
	Reading Mastery Corrective Reading	Phonics for Reading or Alternate Core	Rewards/Rewards Plus	Read Naturally, Five Minute Solution, fluency building opportunities (partner reading, etc.)	Re-teaching using content from Core program or supplemental materials	Core program, advanced learning activities (vocabulary, etc.)



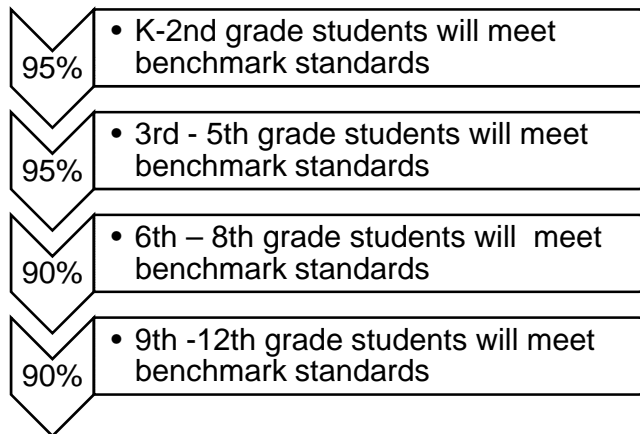
## Protocols

- Does your school have clear protocols established for who gets what, when, and for how long?
- Does your school have assessment protocols established?

## Element #3 Goal Setting...

- **For every goal, there are two questions to answer:**
  - **How much? Determine the critical value for the measure.**
  - **By when? Determine when the goal should be reached.**
- **How far away a child is from the critical benchmark indicates the level of instructional intensity needed.**

## Literacy Goals for a District



## Clear, Specific Goals for Kids

As the bedrock foundation: a penetrating, deep understanding of what it is children are to know and be able to do and how to connect it across grades.

Secrets of High Flying Schools Ed Leadership 5/4/05  
(National Center for Ed Accountability Study 300 schools)

## Success Zone Probabilities

**GREEN**

High probability of grade-level or above success on the state assessment

**YELLOW**

Questionable probability of grade-level or above success on the state assessment

**RED**

Low probability of grade-level or above success on the state assessment

## Identify Goals for Expected Performance

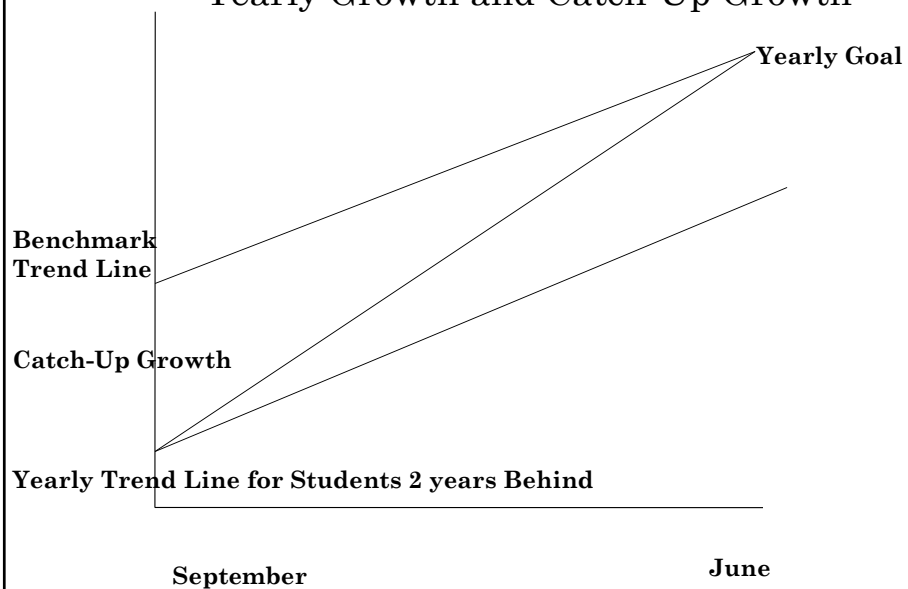
Measure	How Much?	By When?
Initial Sounds Fluency	25 or more	Middle of K
Phonemic Segmentation Fluency	35 or more	End of K
Nonsense Word Fluency	25 or more 50 or more	End of K Middle of 1st
Oral Reading Fluency	G1: $\geq 40$ G2: $\geq 90$ G3: $\geq 110$ G4: $\geq 118$ G5: $\geq 124$ G6: $\geq 125$	G1: End of year G2: End of year G3: End of year G4: End of year G5: End of year G6: End of year

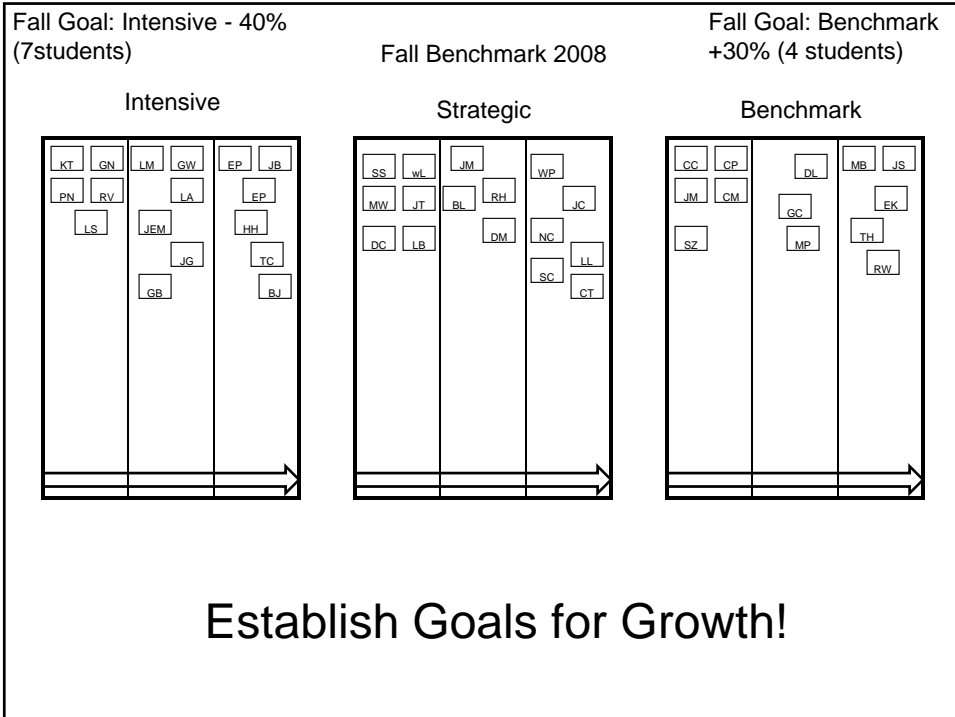
## Performances Predictive of Reading Success 6-8 (easyCBM)

Measure	Grade 6 > =	Grade 7 > =	Grade 8 > =
Passage Reading Fluency	167	159	172
Reading Comprehension	16	13	15
Vocabulary	17	16	17



### Yearly Growth and Catch-Up Growth





## Goals

- Are goals clearly identified and understood by all teachers?
- How often are student goals the central focus of staff meetings?
- How well does your system evaluate the attainment of student goals? Is there accountability?

## **Element #4 Assessment:**

- **School-wide assessment system**
- **Commonly understood and used by all teachers**
- **Students evaluated and monitored frequently**
- **Purpose: Instructional decision making**

How Do We Achieve Successful  
Outcomes for Students?  
Four things to Assess:

1. Are we teaching the right things?
2. Are we teaching enough of it?
3. Are students learning what is being taught?
4. Can students apply the skills?

## Using Assessment Data to Answer Questions

- **Screening:** Which students need intervention?
- **Diagnostic assessment for Planning instruction:** How can we design instruction to meet students' needs?
- **Monitoring progress:** Are our students making enough progress?
- **Evaluation:** Did we succeed?

## Assessment Plan

- Each school/district will identify an assessment team
- Assessment teams collect and use benchmark data, screening, diagnostic, and progress monitoring
- RTI team, grade level, teams and individual teams use data for instructional decision making

## **Assessment Plan (cont.)...**

- 1. Benchmark assessment 3x per year**
- 2. Determine if students are:**
  - **at grade level (benchmark)**
  - **below grade level (strategic)**
  - **significantly below grade level (intensive)**
- 3. Assess to determine instructional focus (diagnostic testing)**

## **Assessment Plan (cont.)...**

- 4. Progress monitor according to level of concern:**
  - **Strategic – once a month**
  - **Intensive – every two weeks**
- 5. Use assessments to evaluate effectiveness of instructional supports and guide adjustments**



**Different kinds of assessment data are  
needed for different decisions  
within the system**

**Four Purposes of Assessments**

1. Screening Measure
2. Diagnostic Measure
3. Progress Monitoring Measure
4. Outcome Measure

**Planning for Data Meetings**

**Staff Meetings**  
**Grade Level Teams (GLT)**  
**Subject Level Teams**  
**RTI Team**

## Considerations

- How often should teams meet?
- Who leads the meetings?
- What are topics at the meetings?
- What data should be consider?
- How will data be organized and evaluated

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## ***Example Schedule: School A***

- 4 teachers per grade
- Half-day meetings (12 to 4pm) once per month
- 4th and 5th meet together (combined meeting)
- 6th meet individually (separate meetings)

September- GLTs and RTI

October- GLTs

November- GLTs and RTI

December- GLTs

January- GLTs and RTI

February- GLTs

March- GLTs and RTI

April- GLTs

May- GLTs and RTI

June- RTI

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## ***Example Schedule: School B***

- 4 teachers per grade
- 1 hour meeting after school twice per month (2:30 to 4:30)
- 1, 2, 3 meet separately

September- GLTs and RTI  
 October- GLTs and RTI  
 November- GLTs and RTI  
 December- no meetings

January- GLTs and RTI  
 February- GLTs and RTI  
 March- no meeting  
 April- GLTs and RTI  
 May- GLTs and RTI  
 June- Schoolwide Meeting  
 (1-3 and RTI together to  
 address both GLT data review  
 and Schoolwide action planning)

## **Example GLT Agenda**

- School A
  - Review Progress Monitoring Data, In-program assessments and Lesson Progress
  - Identify Instructional Modifications for Groups
  - Identify Instructional Modifications for Individuals
  - Professional Development: i.e., Review and practice Learning Strategies, develop learning stations
- School B
  - Review Progress Monitoring Data
  - Review Action Plan
  - Problem Solve for a struggling student after reviewing group progress

## Purpose of the Data-based Action Planning GLT Meeting

- Review Grade Level Data
  - Summary of Effectiveness Report
- Identify systems that need support
  - Benchmark, Strategic, and/or Intensive
- Plan Instructional Support
  - Healthy System Checklist

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## Example RTI Agenda Topics

- Are the grade level interventions effective? (Review Data for instructional groups)
- Problem Solving a grade level system (e.g., how to increase progress of 6th grade intensive students)
- Discuss plans for interventions professional development

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## Activity

- Do you currently have grade level/subject level meetings at your school?
- Is there a particular format followed during the meetings that organize data in a meaningful ways?
- Is data used to focus meetings? Is data used to evaluate the effectiveness of instruction?
- How could this concept be expanded to all subject levels?

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## What are Effective Support Systems?

- Each Tier of our schoolwide system is effective if it meets the needs of **most** students who need that level of support.
- **Benchmark Students**
  - ***Generally Effective core curriculum & instruction:***
    - support **95%** of benchmark students to achieve each outcome **goals**.
- **Strategic Students**
  - ***Generally Effective supplemental support:***
    - support **80%** of strategic students to achieve outcome **goals**.
- **Intensive Students**
  - ***Generally Effective interventions:***
    - support **80%** of intensive students to achieve the **goal** or achieve **strategic** or benchmark status.

- **Step 1.** Review change in percentage of students at and below proficiency. Calculate the difference between testing periods. Is there a decrease in the percentage of students below the 20<sup>th</sup> percentile in reading?
- Discuss as a team:
  - Has the percentage of students established on each measure increased?
  - Has the percentage of students at deficit on each measure decreased? Discuss as a team.

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### *Reviewing Outcomes*

**Step 1.** Review outcomes for Students receiving intervention. Discuss as a team:  
 •Has the percentage of students Proficient on each measure Increased?  
 •Has the percentage of students Non Proficient on each measure decreased?

A	B	C	D	E	F	G
Grade/Measure	Percent at Proficient Term__	Percent at Proficient Term__	Percentage Point Increase/ Decrease (+ or -)	Percent at Intensive (At Risk) Term__	Percent at Intensive (At Risk) Term__	Percentage Point Increase/ Decrease (+ or -)
Grade k						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						

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**Reviewing Outcomes**

The percent of students at Proficient has increased. That's good! However, only 39% total students are Proficient.

The percent of students at risk has decreased, so that is good. We still have 36% of students at-risk...that's more than one third of the students. We still have work to do

Grade/Measure	A		Percentage Point Increase/Decrease (+ or -)	E		Percentage Point Increase/Decrease (+ or -)
	Percent at Proficient Term_F_	Percent at Proficient Term_W_		Percent at Intensive (At Risk) Term_F_	Percent at Intensive (At Risk) Term_W_	
Grade k						
Grade 1	31%	39%	+ 8%	51%	36%	-15%
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						

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**What's Possible?**

**Spring Data 2010 - Carver Middle School**

Reviewing Outcomes for Grades 6-8  
 Fall to Spring Outcomes 2010

Grade/Measure	Percent at Established (Low Risk) Fall	Percent at Established (Low Risk) Spring	Percentage Point Increase/Decrease (+ or -) We Want an Increase!	Percent at Deficit (At Risk) Fall	Percent at Deficit (At Risk) Spring	Percentage Point Increase/Decrease (+ or -) We Want a Decrease!
6th Grade SRI	43%	61%	+18%	57%	40%	-17%
7th Grade SRI	48%	61%	+13%	52%	38%	-14%
8th Grade SRI	45%	57%	+12%	53%	42%	-11%
ALL STUDENTS	46%	60%	+14%	54%	40%	-14%

- **Step 2:** Use Figure 1 on the following page to evaluate the health of the Winter to Spring support systems for a grade level. Highlight Table 2 to reflect top (green highlighter), middle (yellow) and bottom (pink) quartiles.

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**Table 2. Evaluating Winter to Spring Grade Level Instructional Support Plans: Percent of Students Making Adequate Progress**

Grade/Benchmark Goal Measure	Percent of <i>Total</i> Students that Made Adequate Progress <i>Include actual numbers of students, e.g., 90/100 or 90%.</i>			Percent of <i>Intensive</i> Students that made Adequate Progress <i>Include actual numbers of students, e.g., 1/5 or 20%.</i>		Percent of <i>Strategic</i> Students that made Adequate Progress <i>Include actual numbers of students, e.g., 25/50 or 50%.</i>		Percent of <i>Benchmark</i> Students that made Adequate Progress <i>Include actual numbers of students, e.g., 95/100 or 95%.</i>	
	Fall to Winter 20__	Fall to Winter 20__	Percent Change (+ or -)	Fall to Winter 20__	Fall to Winter 20__	Fall to Winter 20__	Fall to Winter 20__	Fall to Winter 20__	Fall to Winter 20__
	Total			Intensive		Strategic		Benchmark	
Kindergarten									
First Grade									
Second Grade	40%	43%	+3%	0% 0/45	0% 0/23	25% 5/19	23% 5/20	90% 17/19	90% 20/22
Third Grade									
Fourth Grade									
<b>Fifth</b> Grade									
Sixth Grade									

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**Figure 1**  
**What is the effectiveness of the grade level support plans?**  
**Adequate Progress Relative Criteria Fall to Winter**

	What is the overall effectiveness of the grade-level plan? % of students who made adequate progress in each grade	How effective is the grade-level instructional support for <b>intensive</b> students? % of students who made adequate progress within an instructional support range	How effective is the grade-level instructional support for <b>strategic</b> students? % of students who made adequate progress within an instructional support range	How effective is the grade-level instructional support for <b>benchmark</b> students? % of students who made adequate progress within an instructional support range
<b>Third Grade</b>	≥ 59% Top Quartile 43% to 58% Middle Quartile ≤ 42% Bottom Quartile	≥ 34% Top Quartile 15% to 33% Middle Quartile ≤ 14% Bottom Quartile	≥ 28% Top Quartile 10% to 27% Middle Quartile ≤ 9% Bottom Quartile	≥ 92% Top Quartile 81% to 91% Middle Quartile ≤ 80% Bottom Quartile

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**Table 2. Evaluating Winter to Spring Grade Level Instructional Support Plans: Percent of Students Making Adequate Progress**

Grade/Benchmark Goal Measure	Percent of <i>Total</i> Students that Made Adequate Progress <i>Include actual numbers of students, e.g., 90/100 or 90%.</i>			Percent of <i>Intensive</i> Students that made Adequate Progress <i>Include actual numbers of students, e.g., 1/5 or 20%.</i>		Percent of <i>Strategic</i> Students that made Adequate Progress <i>Include actual numbers of students, e.g., 25/50 or 50%.</i>		Percent of <i>Benchmark</i> Students that made Adequate Progress <i>Include actual numbers of students, e.g., 95/100 or 95%.</i>	
	Fall to Winter 20__	Fall to Winter 20__	Percent Change (+ or -)	Fall to Winter 20__	Fall to Winter 20__	Fall to Winter 20__	Fall to Winter 20__	Fall to Winter 20__	Fall to Winter 20__
	Total			Intensive		Strategic		Benchmark	
Kindergarten									
First Grade									
Second Grade	40%	43%	+3%	0% 0/45	0% 0/23	25% 5/19	23% 5/20	90% 17/19	90% 20/22
Third Grade									
Fourth Grade									
<b>Fifth</b> Grade									
Sixth Grade									

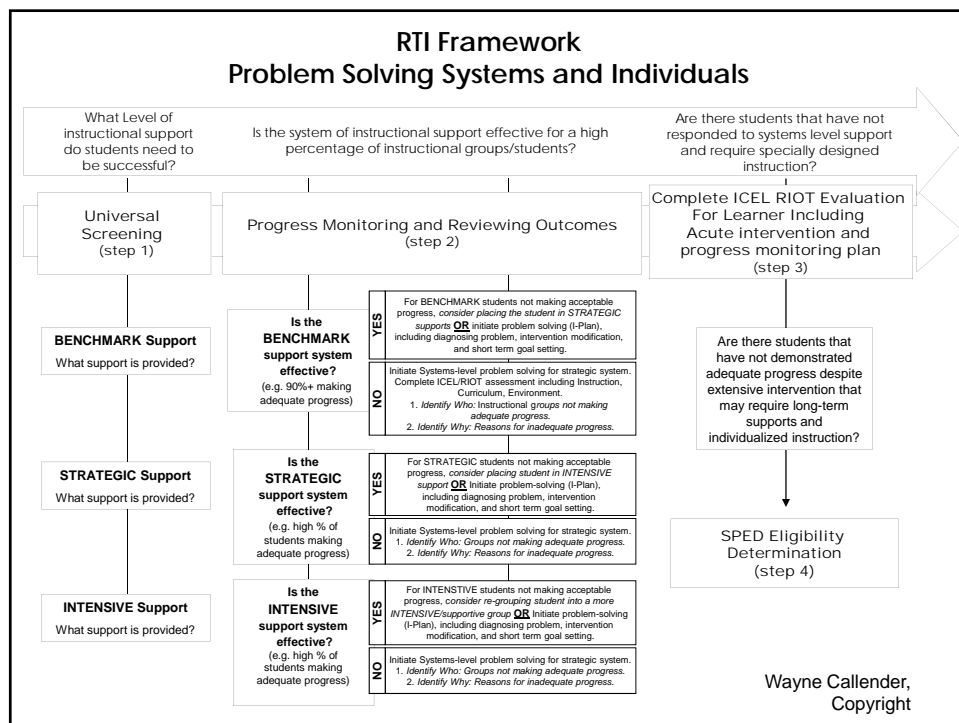
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Remember: This could be a whole system or one group within the system

- **Step 3: Identify systems that need support (circle):**  
**Benchmark Strategic Intensive**

One idea is to sort the graphs into groups ahead of time. Then discuss whether to prioritize the whole system or a group within the system.

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## Step 4:

- As a team, use the **Healthy Systems Checklist** to evaluate a system that you identified as needing support.
- Highlight questions on the **Healthy Systems Checklist** that are a concern in this system.
- Prioritize questions about that system to target what elements are not healthy. For example start with **structural questions** (in bold) and follow with *quality of implementation* questions.
- Record the prioritized questions (taken directly from the **Healthy Systems Checklist**) in Table 3 and list reasons for prioritizing each question

Repeat Step 4 for each system that your team identified as needing support. Some grade levels may complete this step for one system, two systems or all three systems depending on the priorities set in Step 3.

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## Healthy System Checklist

*First,  
look at  
Structural  
Questions  
(in bold)*

□

B S I		I. GOALS, OBJECTIVES, PRIORITIES
		Were content-coverage goals and pacing guides for programs established so sufficient lessons/units would be completed and children make adequate progress?
II. ASSESSMENT		
		Are DIBELS progress monitoring assessments administered once a month for strategic students? once every two weeks for at-risk students?
		Are in-program assessments administered regularly?
		Did grade level teams regularly analyze student reading data (DIBELS and in-program assessment), plan/adjust instruction based on data, and regroup students based on the data?
III. INSTRUCTIONAL PROGRAMS AND MATERIALS		
	<b>S</b>	Are appropriate reading programs and materials being used to teach the full range of students (e.g., intervention programs in place for students significantly below grade level)?
		Are all necessary materials available in each classroom? For each small group?
		Are structures incorporating essential features of strong instruction (e.g., models, explicit language, multiple opportunities for students to respond, etc.) being used?
		Have the grade level teams worked together to systematically enhance the program as necessary (e.g., make instruction more systematic and explicit)?
		Is the program implemented with fidelity? Are efforts to improve fidelity working?
IV. INSTRUCTIONAL TIME		
	<b>I</b>	Is a sufficient amount of time allocated (i.e., 90-minute reading block with a minimum of 30 minutes of small group teacher-directed reading instruction daily)? Are teachers following the schedule?
	<b>I</b>	Is additional instructional time scheduled for students who are struggling?
		Are important activities taught/revised (e.g., read checks, targets, etc.)? Are instructional priorities well understood?
		Are students spending an appropriate amount of time on independent activities (i.e., a small portion of the reading block)? Are the independent activities directly linked to the reading instruction?
		Are students spending appropriate time for lesson progress pacing?
		Are students being accelerated whenever possible to bring closer to grade-level performance (i.e., 2 lessons per day)?
V. DIFFERENTIATED INSTRUCTION/GRUPOING SCHEDULING		
	<b>X</b>	Are students grouped/assigned by performance level?
	<b>X</b>	Are students grouped based on program recommendations?
	<b>X</b>	Are group sizes for small group activities appropriate (i.e., 3-6 students)?
	<b>X</b>	Are cross-class and cross-grade grouping used when appropriate to maximize learning opportunities?
VI. ADMINISTRATION/ORGANIZATION/COMMUNICATION		
	<b>X</b>	Have staff been assigned in a way such that reading instruction can be delivered to the full range of students each day?
		Are the lowest performing students taught by strong, experienced, and well qualified instructors?
		Are students participating in a reasonable number of programs so as to have an aligned, coherent program without conflicting information being presented?
		Are Title and Special Education coordinated with and complementary to general education reading instruction?
VII. PROFESSIONAL DEVELOPMENT		
		Is ongoing, job-embedded training provided (i.e., staff received professional development on programs used in classrooms prior to implementation and at least twice after initial training)?
		Are program-specific consultants brought in to advance in classroom and provide ongoing support and training?
		Are teachers receiving support from the PE coach in the classroom outside the classroom?
		Are regular in-service sessions developed around implementation issues identified by the coach?
		Do teachers have opportunities to observe model lessons from the coach? from peers? from other schools?
		Are new teachers provided the necessary program training?

\* = Structural element

# Healthy System Checklist

Second,  
look at  
Quality of  
Implementation  
Questions

B	S	I	GOALS, OBJECTIVES, PRIORITIES
			Were content-coverage goals and pacing guides for programs established so sufficient lessons/units would be mastered and children make adequate progress?
II. ASSESSMENT			
			Are DIBELS progress monitoring assessments administered once a month for strategic students? once every two weeks for intensive students?
			Are in-program assessments administered regularly?
			Did grade level teams regularly analyze student reading data (DIBELS and in-program assessments), plan/adjust instruction based on data, and regroup students based on the data?
III. INSTRUCTIONAL PROGRAMS AND MATERIALS			
			Are appropriate reading programs and materials being used to teach the full range of students (e.g., intervention programs in place for students significantly below grade level)?*
			Are all necessary materials available in each classroom? For each small group?*
			Are necessary materials incorporating general features of strong instruction (e.g., models, explicit language, multiple opportunities for students to respond, etc.) into their daily lessons?
			Have the grade level teams worked together to systematically enhance the program as necessary (e.g., make instruction more systematic and explicit)?
			Is the program implemented with fidelity? Are efforts to improve fidelity working?
IV. INSTRUCTIONAL TIME			
			Is a sufficient amount of time allocated (i.e., 90-minute reading block with a minimum of 30 minutes of small group teacher-directed reading instruction daily)? Are teachers following the schedule?
			Is additional instructional time scheduled for students who are struggling?*
			Are important activities taught/stressed (e.g., red checks, targets, etc.)? Are instructional priorities well understood?
			Are students spending an appropriate amount of time on independent activities (i.e., a small portion of the reading block)? Are the independent activities directly linked to the reading instruction?
			Are students meeting progression for lesson progress pacing?
			Are students being accelerated whenever possible to bring closer to grade-level performance (i.e., 2 lessons per day)?
V. DIFFERENTIATED INSTRUCTION/ GROUPING/ SCHEDULING			
			Are students grouped homogeneously by performance level?*
			Are students grouped based on program recommendations?*
			Are group sizes for small group activities appropriate (i.e., 4-6 students)?*
			Are cross-class and cross-grade grouping used when appropriate to maximize learning opportunities?
VI. ADMINISTRATION/ ORGANIZATION/ COMMUNICATION			
			Have staff been assigned in a way such that reading instruction can be delivered to the full range of students each day?*
			Are the lowest performing students taught by strong, experienced, and well qualified instructors?
			Are students participating in a reasonable number of programs so as to have an aligned, coherent program without conflicting information being presented?
			Are Title and Special Education coordinated with and complementary to general education reading instruction?
VII. PROFESSIONAL DEVELOPMENT			
			Is ongoing, high quality training provided (i.e., staff receive professional development on programs used in classrooms prior to implementation and at least twice after initial training)?
			Are program-specific consultants brought in to observe in classrooms and provide ongoing support and training?
			Are teachers receiving support from the RF coach in the classroom? outside the classroom?
			Are regular in-service sessions developed around implementation issues identified by the coach?
			Do teachers have opportunities to observe model lessons from the coach, from peers, from other schools?
			Are new teachers provided the necessary program training?

\* = Structural element

Activity: Think of a system in your building (grade level and B, S, or I) and walk through Step 4 for that system.

1. Think of a system
2. Fill out the Healthy Systems Checklist
3. Fill in the first two columns of Table 3

- **Step 5:** Identify grade level actions that will address the identified areas of concern and record in Table 3 for each system that you identified as needing changes.

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Table 3

System (circle one):    Benchmark      Strategic      Intensive		
<b>System Questions</b> (Taken from the Healthy Systems Checklist)	<b>What evidence do you have that identifies this question as a concern?</b> <small>(I.e. observations, interviews, further assessment, Review Existing Data, Schedules, Instructional Plans?)</small>	<b>List Suggested Actions to Address the Concern:</b>
1. Healthy Systems Checklist Element: _____		
2. Healthy Systems Checklist Element: _____		
3. Healthy Systems Checklist Element: _____		

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## **Element #5 Instruction:**

### **Begin with a Scientifically Validated Approach**

- **Investigate the research base of your programs and interventions**
- **Identify sources of information for evaluating effectiveness of programs**
- **Know your own context and needs**
- **Match interventions with student needs (benchmark, strategic and intensive)**
- **Support instructional effectiveness**

## **Instructional Considerations**

- **Effective Models of Intervention**
- **Creating Instructional Groupings**
- **General Features of Effective Instruction**
- **Observing Instruction**
- **Providing Feedback and Support**
- **Considerations for Improving Reading Outcomes**

## TIER 1 - BENCHMARK

- Designed for most
- Promotes 1 year growth in 1 year time
- Minimum time daily (i.e., 90 min, 120 min., etc.)
- Ensures students across different classrooms receive same content

## TIER 2 - STRATEGIC

- In addition to the core
- 30-45 min. daily
- Small group
- Targets specific skill deficits
- Can be part of core or supplemental to core

## TIER 3 - INTENSIVE

- Is comprehensive within content area
- Designed to accelerate if used properly
- 60 minute or more daily
- Smaller group
- Generally replaces the core
- May also need to be supplemented

## What is Intensive Intervention?

- More than classroom instruction and more than in-class intervention
- Directly Taught
- More time – minimum of two sessions per day
- Small group –3 to 8 students
- Duration – months or years
- For those significantly behind
- Usually a specially designed, direct instruction program



## Struggling Kids

- Often have underdeveloped language skills
  - Require concrete learning experiences
  - Have difficulty making abstract connections
  - Require a “hear it, see it, say it” learning format
  - Require multiple pairings with corrective feedback
  - Require a high degree of success throughout learning
  - Require precise instruction and increased opportunities and time
- © 2005 5 Mores!

## Intervention – Cont.

### Essential instructional features for meeting intensive student needs

- - Highly controlled vocabulary
- - Highly decodable text
- - Seeks to minimize confusion
- - Each lesson contains 10% new information
- - Hear it, see it, say it – “I do, you do, we do”

## Intervention– cont.

- - Multiple repetitions
- - Guided/Controlled opportunities for practice
- - Constant checks on mastery
- - Scaffold learning
- - Corrective and immediate Feedback
- - Additional modeling, repetitions
- - 5 MORES when necessary

## **More Intensity Means**

- More explicit/direct instruction
- More modeling
- More practice with
- More monitoring and feedback
- More time

	DIBELS (Instructional Recommendation)					
	Intensive	Strategic			Benchmark	Benchmark (Advanced)
Instructional Focus	6	5	4	3	2	1
Skill Deficit(s)	Deficits in multiple areas of reading (5 big ideas)	Student fails specific areas of phonics screener	Student passes everything except multi-syllable words	Student passes all areas of phonics screener	Student does not pass theme skill tests, end of unit assessments, etc.	Student passes theme skill tests, end of unit assessments, etc.
Student Instructional Needs	Coordinated instruction across all five areas of reading	Areas failed on phonics screener	Multi-syllable decoding skills	Automaticity with connected text (fluency)	Re-teaching using content from Core / supplemental material/ more practice	Advanced or Challenge activities
Instructional time/format	60 + min. Small group	30 min. Small group*	30 min. Small group*	20+ min. Small group*	30 min. Small group*	30 min. Small group*
Programs/Materials	"Alternate Core"	Core and "Core Plus"				
	Reading Mastery Corrective Reading	Phonics for Reading or Alternate Core	Rewards/Rewards Plus	Read Naturally, Five Minute Solution, fluency building opportunities (partner reading, etc.)	Re-teaching using content from Core program or supplemental materials	Core program, advanced learning activities (vocabulary, etc.)
*Small group instruction incorporated into 90 min. reading block						

## General Features of Effective Instruction

1. Models instructional tasks
2. Provides explicit instruction
3. Engages students in meaningful interactions
4. Multiple opportunities to practice
5. Provides corrective feedback

## General Features of Effective Instruction - continued

6. Students are engaged during lesson
7. Students are engaged during independent work
8. Students are successful at a high criterion level of performance
9. Instructor encourages student effort

\*See Handouts “General Features of Instruction”  
(Purple handout)

## Targeted Walk-Throughs

- Walk through all rooms
- Spend more time in “Hot Spots”
  - Reading block of grade levels losing benchmarks and strategics
    - Is engagement 100%
    - Are transitions fast?
    - Are turns to read maximized?
    - Are seat work/centers excellent practice for this week’s skills?
    - Are seat work/centers completed accurately by all?
    - Is correction procedure used consistently in oral reading?
  - Small groups and interventions of grade levels not moving intensives
    - Do groups meet for full time? Everyday? Start on time?
    - Are transitions fast?
    - Are turns to read maximized?
    - Is correction procedure used consistently in oral reading?

## Observing Instruction...

- ✓ **Observe the Student(s)  
Instead of the Teacher**
- ✓ Select observation tools and approaches that *focus on teacher-student interactions*

Adapted from Hasbrouck and Denton (2005)

## Observation Format

- Focus on one or two General Features of Instruction you have discussed and reviewed with teachers.
- First, teach, model and practice the general feature.
- Next, look for the General Feature during actual instruction with students. Use one of two formats listed on next slides.
- Finally, provide teachers with feedback regarding observations - focus is on student performance.

## Method 1: Observing a Particular Aspect of Instruction

- **Method 1: Observing a Particular Aspect of Instruction**
- *Purpose:* To illustrate for the teacher the connection between successful implementation of important aspects of instruction and student behaviors; to reinforce positive teacher behaviors.
- Determine the focus of your observation. Choose only 1-2 things to focus on specifically during the observation. For example, you may focus on pacing, active student engagement, successful student responses, or other important aspects of instruction. These should be things that you and the teacher have been discussing or working on. She should know what you plan to focus on *before* the observation begins.
- Under “Teacher Behaviors” make notes each time you see the teacher *successfully* implement the focus of the lesson. **ONLY** record the “good things” the teacher does in regard to the observation focus. For example, you might record details of her instruction each time she delivers explicit instruction.

Adapted from Hasbrouck and Denton (2005)

## Method 1: Observing a Particular Aspect of Instruction (Cont.)

- Right next to each of these “Teacher Behaviors,” record what the students are doing at the same point during the lesson. In other words, record the behavior of the students, or a particular student, when the teacher successfully implements the observation focus. In particular, record any connections between “good things” the teacher is doing and student success.
- After the observation, show the teacher the form and discuss the observation. Note the examples you recorded of successful implementation of the observation focus, and provide the teachers with details you noticed (i.e., I noticed that you very clearly demonstrated for the students how to sound out the word *truck* when they had trouble, then gave them the opportunity to try it on their own. Later you came back to the students who had struggled with the word and had each one read it independently.) Lead the teacher to discover the relationships between her teaching behaviors and the student behaviors.

Adapted from Hasbrouck and Denton (2005)

## Method 2: Two-Way Observations

- *Purpose:* To demonstrate effective instruction; to illustrate for the teacher the connection between successful implementation of important aspects of instruction and student behaviors; to reinforce positive teacher behaviors.
- Co-plan 2 lessons with the teacher.
- Complete the information on the top of 2 observation forms.
- Have the teacher observe YOU teaching one of the lessons using the method above. Have the teacher complete the observation form with examples of the targeted aspect of instruction that she observes YOU implementing during the lesson.
- Have her record the related student behaviors on the form as described above.
- Then have the teacher teach the second lesson that you planned together, while you observe her looking for the SAME aspect(s) of instruction.
- Discuss both lessons. Model being self-reflective during the discussion. Talk about things you might have done differently during your lesson. Talk about the connections between teacher behaviors and student behaviors.

Adapted from Hasbrouck and Denton (2005)

## The “Non-Observations” Format

1. Co-plan two lessons
2. You teach first while teacher observes you looking for one specific thing
3. You observe the teacher using the same form and looking for the same thing
4. Afterwards discuss BOTH lessons together
5. Model self-reflection - talk about what you did well in your lesson and what you could have done better; lead the teacher to do the same thing

Denton, 2006: Purposeful Coaching: A Systematic Approach to Reading Improvement

## *The Observation “Non-Form”*

Teacher _____ Grade or Class _____ Date _____	
Coach _____ Start time _____ End time _____	
Observation Focus: _____	
Teacher Behaviors	Student Behaviors

Adapted from Hasbrouck and Denton (2005)

**(Blue Handouts)**

## Five-Minute Observation

**Five-Minute Feedback Form**  
General Features of Instruction

School: _____	Program and Level: _____	
Date: _____	Grouping Format: _____	
Threat: _____	Number in Group: _____	
Primary Instructor: (Check one) <input type="checkbox"/> Teacher <input type="checkbox"/> Specialist <input type="checkbox"/> AEP	Group Performance Level: _____	
Observer: _____		

1. Instructor modeled instructional tasks when appropriate.
2. Instructor provided explicit instruction.
3. Instructor exposed students to meaningful interactions with language during lesson.
4. Instructor provided multiple opportunities for students to practice instructional tasks.
5. Instructor provided corrective feedback after initial student responses.
6. Students were exposed to the lesson during teacher-led instruction.
7. Students were engaged in the lesson during independent work.
8. Students were successful completing activities at a high criterion level of performance.

**(Tan form)**



## When Debriefing . . .

- When debriefing, note the examples you recorded of successful implementation of the observation focus, and provide the teachers with details you noticed.



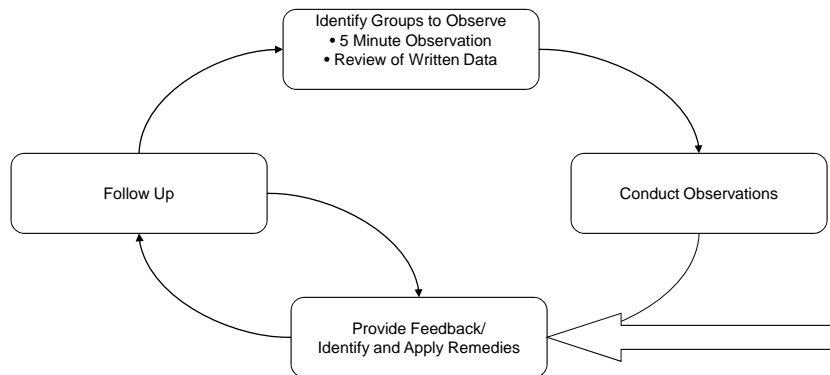
I noticed that you very clearly demonstrated for the students how to sound out the word *truck* when they had trouble, then gave them the opportunity to try it on their own. Later, you came back to the students who had struggled with the word and had each one read it independently.

## Providing Effective Feedback

Coaches & Principals

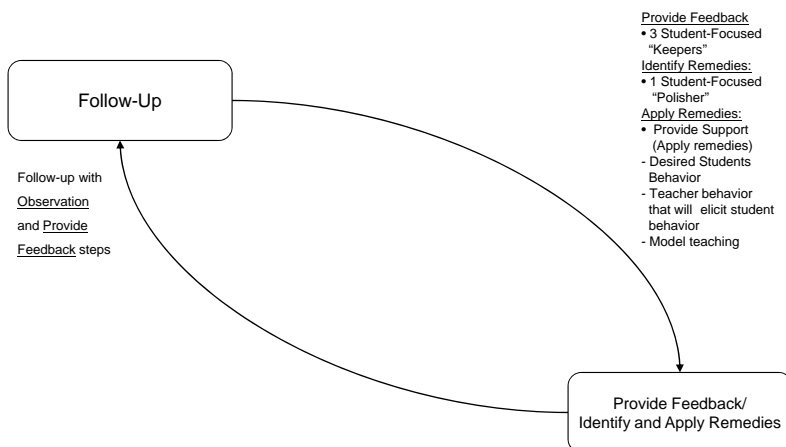
Source: Oregon Reading First

# The Coaching Cycle



Source: Oregon Reading First

# The Feedback/Follow-up Loop



Source: Oregon Reading First

## Methods for Providing Feedback

- Written Feedback
- Verbal Feedback (immediate)
- Verbal Feedback (delayed)

Source: Oregon Reading First

## General Format for Providing Feedback

- Thank you
- 3 “Keepers” (Student Focused)
  - The students \_\_\_\_\_ because you \_\_\_\_\_
- 1 “Polisher” (Student Focused)
  - It’s important that students \_\_\_\_\_;  
in order to do that, try \_\_\_\_\_

(White form)

Source: Oregon Reading First

## Providing Feedback: Thank You

- What: Thank teacher for opportunity to observe, welcoming you in the their classroom, etc.
- Why: Ensures teacher feels honored, builds rapport leaving teacher more open to receive and respond to feedback

Source: Oregon Reading First

## Providing Feedback: 3 Keepers

- What: 3 Keepers (Student Focused)
  - The students \_\_\_\_\_because you \_\_\_\_\_
- Why:
  - 3:1 ratio is critical to promoting positive and responsive school culture
  - Increases the likelihood that teachers will sustain effective practices
  - Builds rapport
  - Increases likelihood teacher will hear and respond to “polisher”

Source: Oregon Reading First

## Providing Feedback: 1 Polisher

- What: 1 Polisher (Student Focused)
  - It's important that students \_\_\_\_\_;  
in order to do that, try \_\_\_\_\_
- Why:
  - Limits focus for growth to manageable numbers of tasks
  - Provides clear teacher practice to improve instruction
  - Provides rationale for implementing recommendation
  - Links rationale to student outcomes (keeps focus on students)

Source: Oregon Reading First

## Practice

- Observe this lesson, selecting one or more of the 9 general features of instruction to provide feedback
  - Identify your “thank you” statement
  - Identify 3 keepers on which to provide feedback
  - Identify 1 polisher

Source: Oregon Reading First

## Practice

- Give feedback to your partner
  - **Partner B** – provide feedback to partner A as if partner A was the teacher who had taught the lesson
  - **Partner A** – tell partner B what elements of giving effective feedback were incorporated (keepers). Give partner B a polisher for providing more effective feedback

Source: Oregon Reading First

## Providing Feedback: Principal Specifics

- What: Expectation
  - Set instructional target: “I want to see...”
  - “On my next observation I’ll be looking for...”
- Why:
  - Sets clear expectation that staff will implement best practice
  - Lets staff know it is important that recommendation is implemented

Source: Oregon Reading First

## Providing Feedback: Principal Specifics

- What: Offer support
  - You can talk to the coach to help you... or I'd like you to talk with the coach to help you
- Why:
  - Opens door for coaching
  - Increases support and likelihood teacher will be successful in improving instruction

Source: Oregon Reading First

## Providing Feedback: Principal Specifics

- What: Follow-up
  - Complete next observation and
  - Provide keeper and polisher focusing on previously set target
- Why:
  - Increases the likelihood that good instructional practice will be implemented
  - Provides opportunity to provide positive feedback to teacher for implementation
  - Increases rapport and positive school climate

Source: Oregon Reading First

## **Communication Skills**

*"I know you believe you understand  
what you think I said, but I am  
not sure you realize that what you  
heard is not what I meant."*

### **KEY RULE OF COMMUNICATION SKILLS**

The more  
**TENSE** or **HIGH-STAKES**  
the situation, the more a  
**SKILLFUL** and **FORMAL**  
use of  
communication skills  
is required

Adapted from Hasbrouck and Denton (2005)



## Use **SOLER** position

- Sit **SQUARELY** in front of other person  
*(no desk between you; not twisted in seat)*
- Maintain an **OPEN POSTURE**  
*(no crossed arms or angry expression)*

Adapted from Hasbrouck and Denton (2005)



**SOLER**

- **LEAN**  
forward slightly
- Maintain  
**EYE CONTACT**
- Try to be as  
**RELAXED** as  
possible  
*(“relaxed alertness”)*

## ***Other key communication skills...***

- Use **NON-VERBAL** listening skills “minimal encouragers” (nodding; uh-huh; etc.)
- **REFLECT** feelings; check **PERCEPTIONS**
- **PARAPHRASE** content (words/ideas): Concisely
- **Summarize** key facts or ideas
- Ask focused, relevant **QUESTIONS** to clarify, check perceptions, seek elaboration
- Avoid unnecessary **JARGON** and **INTERRUPTIONS**
- Avoid OFFERING SOLUTIONS**

Adapted from Hasbrouck and Denton (2005)

## **Building Professional Relationships**

- **Building Trust**
  - Teachers are most likely to work with **professionals** who they **trust**
  - **Confidentiality** is essential
- ***Avoid*** “You should...” or “You need to ...”
- Convey **mutual respect**
- Treat teachers as you would want to be treated: ***like a valued professional!***

Adapted from Hasbrouck and Denton (2005)

## Positive Feedback about Student Success

A summary of over 200 studies of coaching and staff development concluded that teachers' initial attitude toward a program is not as important as

***their perception of its effects on their students.***

**Give teachers the credit!**

*Keep the focus on the students' instructional needs*

## Four Types of Colleagues

- (1) **EAGER** for help & **OPEN** to trying new ideas
- (2) **EAGER** for help but **RESISTANT** to trying new strategies
- (3) **NOT SEEKING** immediate assistance but **NOT RESISTANT**
- (4) **NOT SEEKING** assistance & **RESISTANT**

Adapted from Hasbrouck and Denton (2005)

**1. EAGER** for help & **OPEN** to trying new ideas

- **Facilitator:** *Encourage, network*
- **Collaborative Problem-Solver:** *Build skill & professional repertoire of skills, strategies, resources*
- **Teacher/Leader:** *Watch for appropriate professional development opportunities*

**Share success stories to build caseload!**

Adapted from Hasbrouck and Denton (2005)

**2. *EAGER* for help but *RESISTANT* to trying new strategies**

*Watch your time...*

***But keep the door open!***

At least once per month use *Facilitator* questions:

- What is working well for you?
- Do you have a concern about the progress of any of your students?
- Do you have any questions or suggestions for me?

Adapted from Hasbrouck and Denton (2005)

**3. *NOT SEEKING* immediate assistance but *NOT RESISTANT***

- Keep advertising; share success stories publicly
- Use *Facilitator* questions once per month to keep the door open

Adapted from Hasbrouck and Denton (2005)

#### **4. NOT SEEKING** immediate assistance & **RESISTANT**

**COOPERATION** a minimum requirement...

- Sharing student data: *Public & nonjudgmental*
- Keep advertising; share success stories publicly
- Use *Facilitator* questions once per month

Adapted from Hasbrouck and Denton (2005)

### “The Reality Principle”

- Teachers are most likely to adopt new practices when they are practical, manageable, and not overly demanding of time (for planning or instruction)
- Teachers who have the *time, resources,* and *support* needed to develop real competence are more likely to implement and sustain new practices

Adapted from Hasbrouck and Denton (2005)

# RESOURCES

Hasbrouck, J. & Denton, C. (March, 2005). *The Reading Coach: A How-to Manual for Success*. Longmont, CO: Sopris West. [www.sopriswest.com](http://www.sopriswest.com) (search by author)

Sugai, G. M. & Tindal, G. A. (1993). *Effective School Consultation: An Interactive Approach*. Pacific Grove, CA: Brooks/Cole.

Vaughn Gross Center for Reading and Language Arts at the University of Texas at Austin. <http://www.texasreading.org/>

## RTI IMPLEMENTATION CHECKLIST

Elements of a School-Wide Approach	Yes	No	Partial	Comments
1. Arrange system to meet the needs of the full range of students (i.e. benchmark, strategic, intensive)				
2. Use universal screening and functional assessment (e.g., phonics screening, etc.) to identify and place students according to instructional needs				
3. Use differentiated instruction to meet the needs of instructional groups				
4. Use research-based interventions and instructional practices				
5. Conduct frequent progress monitoring to ensure adequate growth				
6. Provide on-going professional development to support system-wide structures of instruction				
7. Use data to evaluate effectiveness of the school-wide system				
8. Use problem-solving teams to identify and address unhealthy systems				
9. Develop intervention plans for students whose needs cannot be adequately addressed within the system (e.g., require intervention/instruction not available as part of the overall system)				
10. Use information relevant to a student's response to intervention (progress monitoring data, review of intervention duration, intensity, and fidelity) as part of process for determining eligibility for special education				



## Checklist for Effective Instruction

### Grouping for Instruction

	<p>Group students based on instructional purpose (e.g., one-on-one, pairs, small group) and students' needs (e.g., use small same-ability groups for struggling readers)</p> <ul style="list-style-type: none"> <li>▪ <i>Use flexible grouping to allow students to be members of more than one group</i></li> </ul>
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### Explicit and Systematic Instruction

	<p>Review previous learning and prerequisite knowledge and skills</p> <ul style="list-style-type: none"> <li>▪ <i>Keep reviews brief, frequent, and spaced over time</i></li> </ul>
	<p>Identify objective and specific elements to be learned</p> <ul style="list-style-type: none"> <li>▪ <i>Build specific knowledge and skills identified in state standards</i></li> <li>▪ <i>Target needs based on continuous progress monitoring</i></li> </ul>
	<p>Activate and build background knowledge</p> <ul style="list-style-type: none"> <li>▪ <i>Build on what students already know and expand their knowledge base</i></li> <li>▪ <i>Consider cultural and linguistic diversity</i></li> </ul>
	<p>Reduce the amount of new information presented at one time</p> <ul style="list-style-type: none"> <li>▪ <i>Use a logical sequence (e.g., progress from easier to more complex)</i></li> </ul>
	<p>Model or demonstrate procedures</p> <ul style="list-style-type: none"> <li>▪ <i>Show how something is done</i></li> <li>▪ <i>Think aloud and explain thinking process used</i></li> </ul>
	<p>Provide examples and, when appropriate, nonexamples</p> <ul style="list-style-type: none"> <li>▪ <i>Include visual prompts and/or graphic organizers</i></li> </ul>
	<p>Maximize students' engagement</p> <ul style="list-style-type: none"> <li>▪ <i>Include a variety of ways for students to participate (e.g., response cards)</i></li> <li>▪ <i>Pace instruction, stop to repeat key ideas, and allow extra time if needed</i></li> </ul>
	<p>Check for students' understanding</p> <ul style="list-style-type: none"> <li>▪ <i>Ask different levels of questions and encourage students to generate questions</i></li> <li>▪ <i>Incorporate sufficient wait time</i></li> <li>▪ <i>Provide corrective feedback to help students understand</i></li> <li>▪ <i>Adjust instruction so students are challenged and able to develop new skills</i></li> </ul>

### Scaffolded Practice

	<p>Provide opportunities to practice with teacher support and guidance</p> <ul style="list-style-type: none"> <li>▪ <i>Use appropriate level of materials</i></li> <li>▪ <i>Incorporate manipulatives, graphic organizers, and/or hands-on activities</i></li> <li>▪ <i>Gradually withdraw support as students become more proficient</i></li> </ul>
	<p>Check for understanding</p> <ul style="list-style-type: none"> <li>▪ <i>Provide prompts to help students notice, find, and correct errors</i></li> <li>▪ <i>Help students learn to self-monitor for understanding</i></li> <li>▪ <i>Clarify misconceptions; re-teach when necessary</i></li> <li>▪ <i>Include positive, motivating feedback</i></li> </ul>
	<p>Provide many opportunities for independent practice to promote automaticity, generalization to different contexts, and maintenance</p> <ul style="list-style-type: none"> <li>▪ <i>Initially provide support during independent practice</i></li> <li>▪ <i>Integrate practice of new knowledge/skills with those previously taught</i></li> <li>▪ <i>Make connections across the curriculum</i></li> <li>▪ <i>Frequently monitor students working independently to prevent them from practicing errors</i></li> </ul>

### Progress Monitoring

	<p>Regularly use classroom-based instructional assessment or progress-monitoring system to inform instruction</p>
	<p>Determine if students are making expected progress and if instruction needs adjusting (e.g., regrouping, more intense instruction)</p>

# Five-Minute Observation Form

School: \_\_\_\_\_  
Date: \_\_\_\_\_  
Time: \_\_\_\_\_  
Program and Level: \_\_\_\_\_  
Grouping Format: \_\_\_\_\_  
Number in Group: \_\_\_\_\_  
Group Performance Level: \_\_\_\_\_

*In the box next to each General Feature indicate +, -, or NA.  
Check the circle next to each observed area.*

## ☐ Instructor models instructional tasks when appropriate.

- ☐ Demonstrates the task (e.g., uses think alouds)
- ☐ Proceeds in step-by-step fashion
- ☐ Limits language to demonstration of skill
- ☐ Makes eye contact with students, speaks clearly while modeling skill

## ☐ Instructor provides explicit instruction.

- ☐ Sets the purpose for the instruction
- ☐ Identifies the important details of the concept being taught
- ☐ Provides instructions that have only one interpretation
- ☐ Makes connection to previously-learned material

## ☐ Instructor engages students in meaningful interactions with language during lesson.

- ☐ Provides and elicits background information
- ☐ Emphasizes distinctive features of new concepts
- ☐ Uses visuals and manipulatives to teach content as necessary
- ☐ Makes relationships among concepts overt
- ☐ Engages students in discourse around new concepts
- ☐ Elaborates on student responses

## ☐ Instructor provides multiple opportunities for students to practice instructional tasks.

- ☐ Provides more than one opportunity to practice each new skill
- ☐ Provides opportunities for practice after each step in instruction
- ☐ Elicits group responses when feasible
- ☐ Provides extra practice based on accuracy of student responses

Instructor: \_\_\_\_\_

## ☐ Instructor provides corrective feedback after initial student responses.

- ☐ Provides affirmations for correct responses
- ☐ Promptly corrects errors with provision of correct model
- ☐ Limits corrective feedback language to the task at hand
- ☐ Ensures mastery of all students before moving on

## ☐ Instructor encourages student effort.

- ☐ Provides feedback during and after task completion
- ☐ Provides specific feedback about student's accuracy and/or effort
- ☐ Majority of feedback is positive
- ☐ Celebrates or displays examples of student success in reading

## ☐ Students are engaged in the lesson during teacher-led instruction.

- ☐ Gains student attention before initiating instruction
- ☐ Paces lesson to maintain attention
- ☐ Maintains close proximity to students
- ☐ Transitions quickly between tasks
- ☐ Intervenes with off-task students to maintain their focus

## ☐ Students are engaged in the lesson during independent work.

- ☐ Independent work routines and procedures previously taught
- ☐ Models task before allowing students to work independently
- ☐ Checks for student understanding of the task(s)
- ☐ Students use previously-learned strategies or routines when they come to a task they don't understand
- ☐ Independent work is completed with high level of accuracy

## ☐ Students are successful completing activities at a high criterion level of performance.

- ☐ Elicits a high percentage of accurate responses from group
- ☐ Elicits a high percentage of accurate responses from individuals
- ☐ Holds same standard of accuracy for high performers and low performers

Comments: